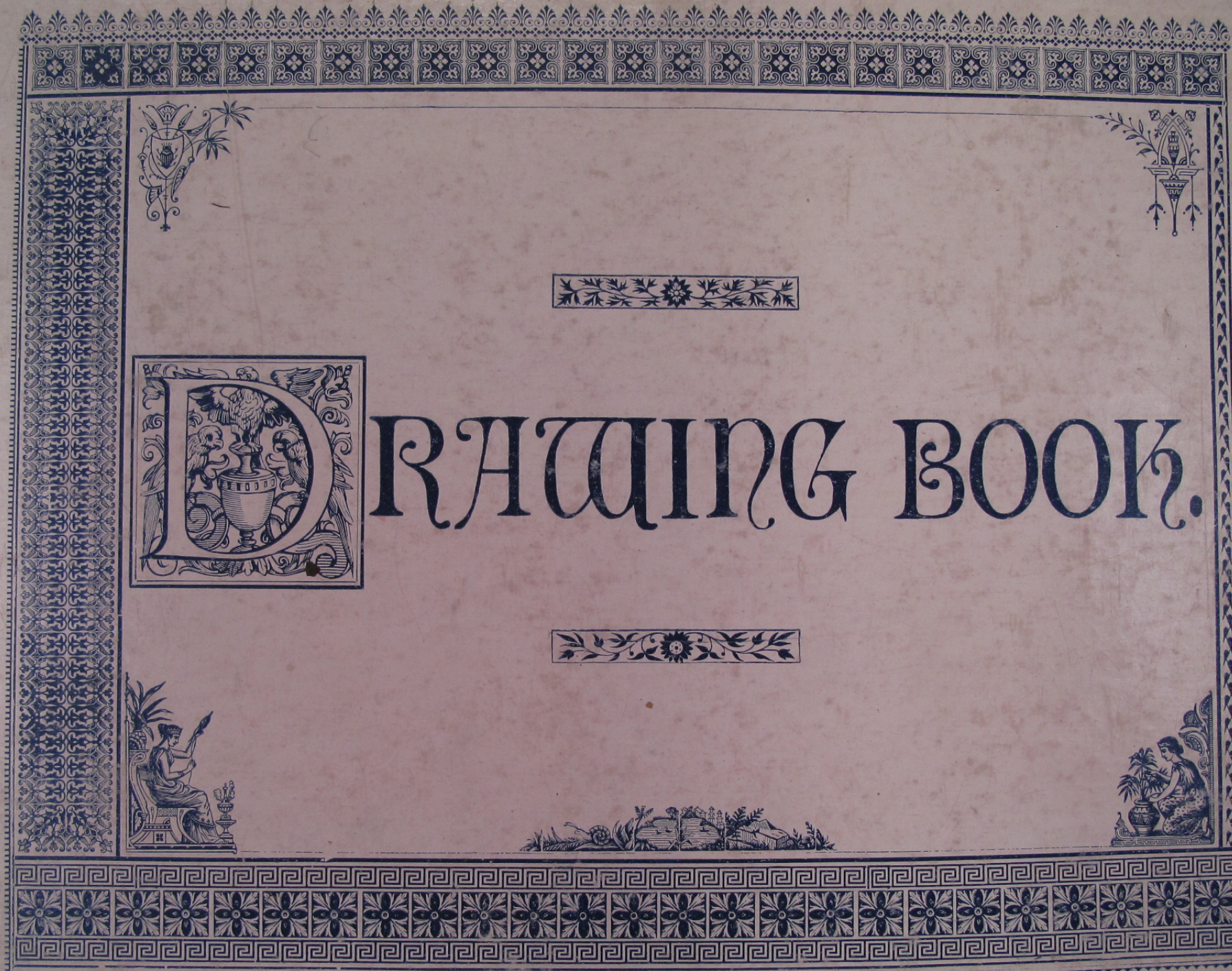


Examination Papers

II

Examination Questions

P1 cmc 146



DRAWING BOOK.

Paper I. The Teacher in the Schoolroom.

- 1) Amid the petty details of daily routine a teacher's ideals are apt to shrink. Point out the cause of this and describe the best remedies.
- 2) Neglect to understand the character of a pupil is occasionally the cause of a teacher's want of success in dealing with him. How may a young teacher learn something of the variety of characters of children before commencing to teach?
- 3) How would you deal with a child who is in an aggressive mood, with a child of five years who suddenly develops a tendency to tell falsehoods and with a child who is ready to cry with or without the least provocation?
- 4) What does Quick mean by the "Tradition of the schoolroom," and what defects in teaching appear to you to be due to such tradition?
- 5) Give reasons for agreeing or disagreeing with the opinion that a teacher who makes learning agreeable to his pupil diminishes the disciplinary effect of study.
- 6) A teacher finds his pupil will not work his sum. Give a list of questions for self examination by which the teacher might arrive at a just conclusion whether he or his pupil is more to blame for the act of disobedience.
- 7) What dangers are there in encouraging a habit of excessive introspection in young children?
- 8) What steps should a teacher in a family take to avoid trespassing on the sphere of influence which belongs exclusively to parents in training their children?

Paper II. The Teacher as a student of Psychology.

- 1) What is the meaning of "proceeding from the known to the unknown" in teaching? Give examples of the method, and contrast with them false applications of the principle.
- 2) What are the limits to the conditions under which you may expect to facilitate the child's remembering a fact by aid of the principle of association of ideas?
- 3) What distinction do Psychologists draw between "Simple sensations and 'presentations of sense'"? Explain the importance of the distinction.
- 4) In what respects would all you have learnt of the nervous system affect your method of teaching a child of five years old?
- 5) What is Weber's Law? Does it suggest any reason for defective results in school-room practice?
- 6) Explain fully the nature of an Object Lesson.
- 7) How may Drawing be employed in training the Senses?
- 8) Show the importance of an early study of Form. Why is it hard to interest young children in it? How has the difficulty been met?

- 1) What are the chief deficiencies of Home discipline as compared with School discipline and how may they be overcome?
- 2) The chief end of education is to form character. What do you understand by the word character in this connection?
- 3) What are the dangers of encouraging a spirit of rivalry among children of the same family in a schoolroom? Are the dangers greater or less than in a school?
- 4) What is the requisite of a good definition? Elementary textbooks in Geography commence by defining certain geographical terms. Draw a list of a corresponding set of terms which might be of use in teaching History and suggest definitions of them.
- 5) What are the advantages and disadvantages of the Gouin system of teaching languages?
- 6) In religious instruction the Pilgrim's Progress, in more secular instruction Robinson Crusoe are the works of fiction which have had the greatest influence in English Schoolrooms. Explain the best of the motives and impulses which a child may derive from these works.
- 7) What possible source of danger do you see in the modern methods of Child Study?

Paper I.

Sears
July
1900.
Hunt
1902
1904

1. What do you understand by the following statement; -
"Psychology attempts to describe and explain the growth of mental life."?
2. Give some account of (a) the Field of Consciousness, and (b) the Nature of Sensation.
3. Give reasons for thinking the cultivation of the sense of smell is neglected, and point out ~~the~~ harm that follows from such neglect.
4. Attempt to classify the common faults of children under the heads of (1) Defects of Will, (2) defects of Intellect and (3) defects of Feeling.
5. Explain the causes of failure and success in making a lesson interesting.
6. What are the laws which regulate our efforts to recall past impressions?
7. Criticise Locke's remark that he considered his pupil (being very little) as white paper or wax, to be moulded and fashioned as one pleases.

Paper II.

Scanned
July
1900
1902
1902

1. Suggest some way of dealing with a child who is subject to sudden fits of violent temper.
Does physiology throw any light on such states?
2. How may the study of animals and their ways assist the teacher in training a child?
3. Trace the history of methods of imparting instruction through the following stages (1) Hearing. (2) Seeing. (3) Doing.
4. In what different senses has the word "Nature" been used by writers on education, and what confusion has arisen from the want of agreement in the use of the term?
5. ~~Describe~~ Describe the Manners of a boy of ten who is well brought up.
6. Show that Art should not be neglected in education and how the study of it may best be introduced into the curriculum.
7. Suggest some hints to a teacher for promoting the formation of good habits in a child and hindering the formation of bad habits.

Paper 111.

Exam
July
1900
1500
1900

1. Give reasons for the opinion that a child's mind should be allowed to grow under guidance rather than be subjected to force.
2. Discuss the following statement.
"Authority is not constraint - it ought to be inseparable from respect and devotion. I will respect human liberty in the smallest child."
3. In teaching Division to a beginner show that it is important to present it under two heads, as shown in the following examples
 (a) 32 inches \div 8 inches
 (b) 32 inches \div 8
 Point out clearly the difference & show how you would illustrate it.
4. Give the heads under which you would classify the information which children should acquire about their own country (e.g. Yorks. Lancs. Warwick etc) as a preliminary study in Geography.
5. What kind of studies in Geometry are suitable for young children and what should be the aim of them?
6. Describe any devices for making children understand the continuity of History and the sequence of Time.
7. Show the bearing of the following remark in connection with Object Teaching.
"The implements of learning are the senses instead of which schoolmen have substituted the three R's."

July 1899

Paper I." "Session
July
1902Session
1900Session
1904

1. Discuss the inadequacy of the ordinary account of the senses and suggest an amended classification.
2. What confusion arises if we regard sensations as qualities of things?
3. What is meant by "an idea taking possession of a child"? Give examples (a) with favorable issue and (b) with unfavorable issue.
4. What are the laws which regulate our efforts to recall past impressions and to fix present ones in the mind?
5. What light does physiology throw upon attention in children while under instruction? What are the main conditions of attention in the school room?
6. Show why it is hard to classify the feelings, and the objection to reducing them to pleasure and pain, and suggest an improved classification.
7. What do you understand by "a state of consciousness"?
8. What explanation is offered of the vividness of dreams and how may it help to account for the success or want of it in giving certain lessons?

Paper II

Done
Only
1902
1901

1. If a little boy is malicious how would you attempt to improve him?
2. "For an act reaps a habit." How can you assist a child in forming a habit?
3. Mention and discuss a few of the different meanings with which the word Nature has been used, such as "Follow Nature" "Evil Nature" "Natural Behaviour" "Nature is not Art" etc and show how far they conflict and how far the varied use of one word has led to confusion of ideas.
4. Draw up in brief outline a scheme of Bible Lessons for children from seven to nine years, covering two years.
5. Discuss the causes of untruthfulness in young children & suggest remedies. What is the objection to corporal punishment for this fault?
6. Under what conditions do children profit educationally by being left a good deal to themselves?
7. "It is not fair" is a common cry with children. How far do children appear to you to have a true sense of justice?
8. State the principles upon which you would teach children Arithmetic from the age of five to eight.

Paper III.

1. What were the principal changes in the bringing up of children wrought by the writings of Rousseau?
2. What do you understand by "inculcating a spirit of Reverence in children"?
3. What is the value of Games in education?
4. How may lessons of different kinds bear upon each other and what is the importance of such connection in early training?
5. What place has asceticism in education?
6. State the principles which you would follow in introducing children to the study of Nature.
7. In what way may keeping pet animals promote the formation of character?
8. How far is it wise to associate reward and punishment with what children eat.
9. How does the study of Nature promote the enjoyment of literary studies.

Squibb
1901

Paper I.

1. What do you understand by the comparison of education to an atmosphere?
2. Discuss the respective effects of monotony and variety upon a child.
3. Show that nothing spoils a child more than the assertion of authority combined with weakness.
4. What are the chief advantages of keeping a Naturalist's Notebook?
5. How and why should children be taught early to enjoy works of Art?
6. Give examples of the way in which a bad habit in a child may be expelled by the development of a good one.
7. Describe some of the teacher's difficulties in maintaining discipline among children in their homes and suggest precautions for dealing with them.
8. How may Reading aloud and Recitation be best employed as instruments in early training.

1905

Xmas 1899

p12cmcl46

Paper II

1. To what extent do similar ideas suggest what is like to themselves?
2. In what ways may the sense of right prove an insecure basis for a judgment?
3. What is understood by temperament and how far should teachers take it into consideration?
4. Mention some of the practical advantages that teachers may derive from the study of the writings of Educational Reformers.
5. A teacher's business is to convince his scholars of their powers & capacities.
Give hints for carrying out this duty.
6. "The normal man is one who can form definite images from all the senses."
(Binet). What defects in education may hinder the growth of this type?
7. Give examples of the way in which imitation may lead to suggestion and both contribute to form good habits.
8. Name some points of agreement between Rousseau & Spencer.

1905

Paper III

1. Draw up some rules for maintaining the brain of a child in a healthy condition.
2. Discuss the statement that corporal punishment should never be employed to correct a moral fault.
3. Describe the manners and character of a boy of twelve years as you would wish him to be.
4. How does an Object Lesson differ from (1) A Science Lesson - (2) mere information.
5. What is Froebel's view of the defects of early training in his time and how does he attempt to overcome them?
6. What is Rousseau's contrast between the behaviour of a "little gentleman" and a "little peasant" and how does he account for the difference?
7. "In speaking to children always of their duties and never of their rights we commence at the wrong end." How does Rousseau work out this paradox?
8. In what sense does Rousseau use the word "command" when he says "Never command the child anything"?

Lucas 1900

Saper 1
- -Exam.
Series
Date
1901

1. What kind of Natural History is best suited for young children and how may it best be studied?
2. Estimate the respective share of (1) study of outdoor phenomena and (2) study of literature in the reader's appreciation of the following lines:

"But pleasures are like poppies spread,
You seize the flower, its bloom is shed!
Or like the snowfall in the river,
A moment white - then ^{melts} ~~runs~~ for ever;
Or like the borealis race
That flit ere you can point their place;
Or like the rainbow's lovely form,
Evanishing amid the storm."
3. In what branches of early education is authoritative training more important than permission and explanation of Why and Wherefore?
4. One of the most important educational principles is this; - "Bring suggestion of the right kind to bear on growing youth." Distinguish between some right and wrong kinds of suggestion.
5. In what way would you endeavour to secure unity of purpose and definition of aim in drawing up a properly varied course of studies for children between the ages of seven and fourteen?
6. What is the value of Manual Occupations as a part of the schoolroom routine?
7. In Fabel's methods, point out what is most worthy of imitation and what is most open to criticism.
8. How may you best inculcate reverence for age?

Exam.
Series
Date

Saper II

1900

P14 cmc 146

Open to criticism.
8. How may you best inculcate reverence for age.

P14CM146

8 April 11

1900

Brain
Journal
Notes
1901

1. What dangers did the Jesuits endeavour to escape in their methods of education and what limitations ~~arose~~ to a complete training of youth arose from their efforts?
2. Trace the influence of the Moravians in the history of education
3. What are the chief points of contrast in the aims of the Jesuits, the Port-Royalists and Comenius?
4. Locke considers a gentleman's son, "being very little, as white paper or wax to be moulded at will". How would this opinion be criticised (1) by the philanthropical school of educationalists and (2) by writers on modern psychology.
5. Say what you know of the immediate effect of Rousseau's educational work upon the practical training of children in France and other countries.
6. Write a brief biography of Pestalozzi
7. How may you reconcile the fact that true learning is only acquired with effort and the principle that a child's lessons should not be on the whole irksome to him?

Sensory
Growth
July
1901

1. What is the distinction between a "sensation" and an "object of sense"?
2. What are the difficulties of making a satisfactory classification of the Feelings? What provisional classification can you propose?
3. What explanation can be given of the fact that we see objects as solids and not as plane surfaces?
4. What physical phenomena are seen to accompany acts of attention in human beings? What connection has been suggested as existing between the two?
5. How does the memory of an object seen - say the sun - seem to differ from the present image of it while being looked at?
6. What conclusions have been arrived at in respect of muscular reaction? What applications do they admit of in training children?
7. How has the modern discovery that the brain is a compound and not a simple organ affected the question of the importance of sense training?

Dec 1906

p 16 cm 046

Answer 6 question

Paper - I.

1. Distinguish between faults of children according as they are connected with (a) the intellect (b) the emotions.
2. What is the Preparation Stage in Teaching? Show its necessity and the value of it?
3. In what ways may the study of Physiology prove helpful to a teacher?
4. Account for the increasing importance which is attached to observation and experiment.
5. Criticise the statement that "Seeing is Believing".
6. What do you understand by the statement that Education is the Science of Relation?
7. What are the limits of usefulness in studying the congenital proclivities of children?
8. Explain how you would cultivate a habit of deliberation and show the importance of it in early training.
9. What effect has Manual Training upon the development of the intellect?

Learn
Exam
Only
1903

Xmas 1901?

Paper II.

P17cm145
Answer 6 questions

Senior
Exam.
Entry
1902

1. In giving lessons in History to young children what are the chief points to be kept in view? What is the "concentric method"?
2. Give some concrete illustration of the process of dividing 30 into three parts in the ratio of 2, 3, and 5.
3. Write a short account of the way in which you would teach Recitation.
4. What is the advantage of arranging the studies of children with the view of making one subject bear upon another, as for example, Geography upon History?
5. Give a few hints for securing the attention of children while under instruction.
6. Show how the study of local Geography assists the study of foreign lands.
7. How does the study of Nature bear upon the study of Literature?
8. What kind of teaching tends to diminish a child's power of making mental effort?
9. Describe the observations which you would lead children (aged 11 to 13) to make, ~~about~~ ⁱⁿ the course of a walk taken for the purpose of ~~the~~ examining trees.

1901?

Paper III

P18cm146
Answer 6 questions

See
1901
1906
Seven

Paper I

Dec 1901 P19 cmc146

1. What faults in children may be due to physical defects?
2. Explain the difference between interest and attention. Show how this distinction should be of service to teachers.
3. What may be learnt of a child's disposition by considering his wishes?
4. Discuss the remark that "some of a child's companions should be of a different temperament from himself."
5. How does Handwork help to train the senses?
6. What kind of questioning should be encouraged in children, and what kind should be repressed?
7. Why should physical exercises be practised in addition to athletic games?
8. What kind of studies of the nervous system are useful to the teacher?

Paper II

Dec 1901 P20 cmc146

Paper II

P20 C1M146
Xmas 1901

1. Why is it necessary to draw up a Time Table for your scholars, and what are the principles which you would observe in drawing it up?
2. By what steps would you prepare a child for understanding a map of England?
3. ~~Why~~ How may Drawing be employed in lessons on History, and how may children be helped to remember dates.
4. Describe some good place for teaching children to read.
5. What is the best remedy for restlessness in children?
6. How may a child who finds difficulty in learning a piece of poetry by heart be helped to remember it?
7. Why is it important to cherish a habit of effort? What kind of teaching promotes this habit, and what hinders it?
8. Show the value of the free use of chalk or pencil in teaching.

1. What were the chief differences between the methods of the Port Rosalists and those of the Jesuits?
2. What were the main defects of the schools and teachers before the renaissance?
3. In what ways may the training of children offend against Rousseau's maxim - "Let childhood ripen in children"?
4. What were Locke's views on physical training? Mention any practices of the present day which seem to be a return to his principles.
5. In what particulars did Froebel revive the educational principles of the Athenians?
6. How did Rousseau propose to deal with a mischievous child?
7. What educational principles do we owe to Comenius?
8. What do you understand by teaching through play?

Sept 30
July
1902
1906

1908

History

p23 cmc 146

p22 cmc 146

1. Are there reasons for thinking that in these days the efforts made to render the training of children less ~~repressive~~ and repressive have tended to weaken discipline and if so what are the remedies?
2. What ~~did~~ Rousseau find most to admire in English education and in what respects may the practice of English & French be contrasted in their respective methods of training?
3. To what educationist are we chiefly indebted for the idea that a child's constructive faculties must be trained? Explain the nature of these faculties and the need for their training.
4. Show how the advances of knowledge has rendered it easier to carry out the principles of Comenius since his time.

5. Describe the attempts which have been made by various writers on education to prove that the proper development of mind and body together strengthens both, the one reacting on the other.
6. How far does the original dispute between the Realists and the Humanists appear to you to survive to the present day?
7. Sometimes a child's brain should rest altogether, sometimes it should be occupied with the least possible strain, or thirdly it should sometimes be actively employed to the proper limit of its physical powers. Describe these three states and show how to provide for them according to Froebel's methods.
8. Show that the study of education owes much to great writers on political science and suggest a reason for the fact.

Method.

1. Describe one or two of the best ways of commencing to teach Reading to young children.
2. How would you endeavour to awaken the imagination of young children and in what subjects particularly?
3. Discuss the right and the wrong ways of presenting children with their first ideas of Number.
4. "Authority is not constraint." Comment upon this maxim and give some hints for managing a mercurial youth of eight years in accordance with it.
5. Criticise the following summary of a Geography Lesson to children of seven years or younger.
 "Children and teacher have each a Map of Europe. Children learn to define and point out "capcs" "bays", "rivers" "mountains" etc.
 Suggest a better type of lesson.

6. ~~Ques~~ In what ways may outdoor and indoor studies of young children be connected?
- 7 What are the best forms of Manual Training for children from 6 to 12 ⁸ years?
- 8 Suggest some plans for dealing with a child of about nine years when he or she is "sulky".

P26cm146
Kinas 1902Psychology

1. Show that education depends upon the possibility of forming habits.
2. Habits are formed in two ways -
 (a) acts repeated (active habits) and
 (b) impressions and emotions repeated (passive habits). Show the different effect of repetition in the two cases, and the importance of bearing this difference in mind.
3. "Games of children are an important part of their early training. Explain carefully what you understand by a 'game'?"
4. By what steps would you endeavour to train the power of attention in young children?
5. How far is it possible and desirable to encourage children to reflect on their own conduct & career. What are the best means to lead children to such reflections?

6. What distinction can you observe between the memory in a young child and in a grown man? Point out the bearing of the difference on early lessons, especially in History.
7. How may the power of perception be improved by education?
8. What inference may you draw from the fact that children mostly forget all the impressions they receive before they are three years old, and yet the rest of their intellectual life is built up on these impressions?

1908

Answer ~~the~~ questionsP28, CMC 146
Xmas
1903

Psychology

Not more than about 20 lines of from
8 to 10 words in a line should be written
in any answer.

1. Show the importance of the recognition
by a teacher of the facts comprised in
the W. H. R. V. Creed

I am, I can, I ought, I will.

2. 'The most potent of all means of
self-realization is human society.' Dr.
Tas. Ward.

Comment on this statement, and show
how it should be taken note of in ~~educational~~
practice.

3. Perception by sight is said to be
always an interpretation of signs.

Explain this, and interpret the
assertion of Rousseau's that, 'Nature
never deceives'.

4. Write down a few lines of poetry, such
as a child of 8-10 years of age ~~should~~
be able to 'visualize'. Justify your
selection of the piece, and state what
are the advantages of the method.

Answer ~~the~~ questions

P CMC 146

5. What would you say are the distinctive tenets of the Herbartian Psychology?

What is meant by the phrase below the threshold of consciousness? Justify its employment, and show the importance of the idea.

6. Any child presented by me to be taught has undergone previous stages of ^{instruction} ~~education~~. Show how, and in what respects, likely to have been advantageous or the reverse.

7. Timbre in musical ^{sounds} ~~notes~~ depends on the multiplicity of tones subsidiary to the principal one.

Show that a corresponding quality exists in the mind, and say how you would cultivate it.

8. Write an essay on the subject "Heredity and Character."

Method.

Not more than about 20 lines of 8 or 9 words
in each line should be written upon any question.

1. Why and how far is it necessary to adopt different methods with children of the poorer classes generally from what should be used for in higher social ranks?

2. Name three standard English works which you would use together as suitable to provide a wholesome educational pabulum for the minds of children of 12 to 14 years of age; and explain your reasons for your selection.

3. Name some of the points to be observed in teaching to read aloud, and show why good reading of the kind must be self-acquired rather than taught. What differences of method would you adopt in teaching (a) middle class children?

4. How would you introduce the idea of subtraction in arithmetic to children? In the abstract sum, $32 - 17$, give the rationale of the method, by explaining each step. Should long sums be given? Give reasons for your reply.

5. 'The earliest exercise books should be all stories'. A. Sidgwick.

✓ Do you consider this a right method? Give reasons, bearing in mind both the mother tongue, and foreign ones.

6. Comment on Montaigne's dictum, 'savoir par cœur, n'est pas savoir'.

✓ 7. Shew how all the senses may be trained in the course of a country walk. How would you make such walks conducive to the cultivation of memory, imagination &c.

8. '— was a clever child. To him, to learn was a delight; — mentally and physically alert; — loved flowers &c, made nice distinctions; — his esprit chercheur constantly impelled him to observe and to inquire.

(a) What dangers need to be guarded against in dealing with such a child?

✓ (b) How would you deal with a child not stupefied over lessons but devoid of the 'esprit chercheur'?

History.

Twenty lines of about 25 words per line should
be sufficient for each answer.

1. In what respects is the modern ideal of education different from that which prevailed in Pre-Christian times?
2. Shew that Educational theory has advanced by impulses and reaction rather than continuously, and explain why it has been so.
3. Exhibit the greatness of Comenius, ^{as an educationist} by reference to the ^{history} ~~history~~ of education before and after his time.
4. What were the real tenets of Rousseau as to the native goodness of children? Give your comments on his theory.
5. Of what character was the influence of Lord Bacon on education? What were his 'idola'?
6. 'Non vult sed schola discimus'. Explain this by reference to the views of Locke.

7. It is contended that the instruction given in our industrial schools has a superior result, mental and moral to that given in ordinary elementary schools. ϕ

Show very briefly the ground of this contention, and exhibit its consonance with the views of some educationists of previous generations.

8. (This question to be answered by all)

Make three columns: in one write names of 12 educationists since the Renaissance; in the second give the approximate date of each; in the third, the educational school of thought of each; — and ~~for~~ write a brief life of any one of them.

Session Only 1905 Session 1906 Session 1907 ^{Jan} 1908 1909

1904

Psychology.

p34a cmc146

1. What do you mean by Psychology?
✓ Why is the study of it useful for teachers?
How has the want of knowledge of it
been injurious in past times?
2. What is the origin of the external
stimulus affecting each of the "5 senses"?
What other senses besides the
✓ "five" maybe specially recognized?
What practical considerations
may be drawn from the existence
of an immense variety of
sensational stimuli? What
bearing has the subject on the
"self-life"?
3. "I could wish my days to be
Bound each to each by natural piety"
✓ How may the idea here contained
be enlarged from an educational
point of view? Show the importance
of it under this aspect.

Session Only 1905 Duron 1906 Duron 1907 ^{Jan} 1908 1909

4. Explain the statement ^{P346 cmc146} that
"the growth of knowledge is
a progressive organisation of
experience".

5- "It is ideals that inspire conduct"
John Morley

✓ Give some historical illustrations
of the truth of this saying, &
show its great educational importance
6. What advantages accrue
to a teacher from silent
observation of children,
✓ singly or in numbers, when
at work, or at play?

7. Compare the mental
condition of children with
that of the young of animals,
✓ & draw educational
✓ inferences

Session Only 1905

Session 1906

Session 1907

Session 1908

1909

1904

P24C6m146

Method.

1. A child has emotional, perceptive, reflective faculties. What general principles of guidance should teachers have before them in respect of these?
2. How far do you agree with Herbert's demand for prompt, uninquiring obedience on the part of a child? How, together with this, may the idea of self-regulation be best imparted?
3. "—'s teaching was much of the nature of conversation and comparatively little based on the conventional methods, and he inquired daily what progress each of his pupils had made without his help". Comment on this & say what you would expect the results to be on the pupils.

Session Daily 1905 Sesss 1906 Sesss 1907 ^{Sess} 1908 1909

P34dmc146

4. On what grounds is care necessary in drawing up a daily time table for the week? What differences should be made for older & younger pupils?
5. Show how proper method in teaching Geography may conduce
✓ to the exercise of various mental faculties & to the coordination of diverse school subjects.
6. How may the Graphic method be advantageously employed in
✓ teaching arithmetic? P. g.
Especially in teaching sums in proportion & percentages.
7. How would you explain
✓ to older children the meaning of the word
✓ "spirit" as used in the Bible?

1904

History

p35 a cmc146

1. With what educational efforts are the following names associated:
Port-Royal, Stanz, Strasburg?
Allow 6 or 8 lines to each.
2. What educationalists of note have held that virtue is a thing that can be taught?
How far do you assent to this theory?
3. By what continental writers or writers is Locke said to have been influenced, to what extent is the assertion true? And how did he in turn affect continental views on education?
4. Name conspicuous persons of different epochs, who opposed recourse to severity with children. Describe the arguments used or the incentives to diligence suggested, by any of them.

p 356 cmc146

5. What philosophers have written directly on education or have had indirect influence on the treatment of it. Give the names, dates and historical standing of three or four among them.
6. To what do you attribute the modern conception of the need of popular education? Name some precursors of the movement towards it.
7. Name some of Rousseau's maxims and describe their general aim.

Seminar July 1907

Seminar 1909 cmc146

III

Xmas, 1905

P35cm146

Psychology.

1. Comment on Professor James' definition of education, as 'the organization of acquired habits of conduct and tendencies to behavior'.
2. What psychological inference may be drawn from the phenomenon of the successful reformation of young derelicts?
3. Show that every child may rightly be recognised as a separate living organism, and point out how this consideration should enter into educative treatment.
4. What ground in the nature of children has the teacher to build upon in endeavouring to induce wholesome interests?

5. What reasonable explanation can be given for the greater attention that has been given in ~~the~~ recent times to the psychological aspect of education?

6. Shew that the use of metaphor in language is natural; and cite some passage from a good writer, ~~which may serve well for a lesson upon its power and value.~~
~~which may serve well for a lesson upon its power and value.~~

7. How may the modern idea of Evolution be usefully taken account of by those who are engaged in education?

8. Exhibit the importance of recognising in education the connection between hand and brain.

Method

1. How can confidence between teacher and pupil be brought about in the incidents of ordinary lessons?
2. Give your views as to the respective values of instruction given
 - (a) by direct oral teaching
 - (b) by means of things
 - (c) by " " books.
3. Shew the importance of well thought out method in the education of the young from the earliest years.
4. It has been said, 'There is no such thing as silence in Nature'. Comment upon this dictum from an Educational point of view.

5. In introducing young children to the study of other languages than their own, would you begin with Latin, or with French, or with German?

Give reasons, if possible, pro and con.

6. By what steps would you initiate your pupils into the study of the Heavens?

7. Exhibit the method of procedure you would adopt in introducing
either, young children to the use of the cipher;
or, older " " decimal fractions.

8. What points would you name as being distinctive in the method of teaching employed by Jesus Christ?

I

Christmas, 1906

History

1912

1. Give a brief account ~~of the origin of~~ ~~the origin of~~ the origin of public schools or of those which preceded them, and your opinion of their past and present influence.
2. Shew that, as a rule, educationally and socially important epochs have coincided. Mention three such epochs, and name the most important educationists connected with each.
3. What resemblances may be noted in the methods advocated by Comenius and Milton? Mention also any points of contrast.
4. Contrast the incentives to ~~study~~ earnest study advocated by Locke with those ~~used~~ by other educationists.

5. Who were the principal personages among the Port-Royalists?

mention some respects in which the P.R. methods anticipated modern views.

6. Give the most important names in the history of education in the 19th century; and point out by what characteristics their methods are generally distinguished from those of the time of the Renaissance.

7. What were the reasons for the practical failure and for the permanent influence of Pestalozzi?

8. Say - either - what was the 'Socratic method', and exhibit its abiding value;

or, say - what you think has been the influence of Ruskin on educational method.

Seniors July 1908

P39acm46

Seniors

1906

1907

1909

1912

Psychology.

- ✓ 1. How may acquaintance with the principles of Psychology help towards the maintenance of school discipline?
- ✓ 2. 'How oft the sight of means to do ill deeds makes ill deeds done.'
✓ Exhibit the physiological grounds on which this notion rests, and draw educational inference.
- ✓ 3. What sort of measures would you adopt to the end that, with ~~due~~ regard to the habit of unquestioning obedience, the personality of the child should be conserved?
- ✓ 4. What disadvantageous effects flow from a barely utilitarian aim in education?

Seniors July 1908

Proposed CMC

P396 CMC 146

5. What arguments may be adduced in favour of ~~the~~ manual occupations as ~~supplying~~ an aid towards the higher culture?

6. Compare the natural education of man in a wild state, e.g. a Red Indian, with that of a child brought up in a city slum. What educational inference may be drawn in connection?

7. Habit is spoken of as 'acquired instinct', or as 'organised memory'.

What justification can be alleged for the use of these terms?

8. Write a short essay on the subject of 'Games'.

Seniors July 1908

Seniors
1907

1906

p39 C CM446

Method

not more than three of the four
questions to be answered.

1. Give an appreciation and a criticism
of the methods of Kindergarten teaching.
2. How would you arrange and direct
your teaching of children committed to your
care with a view to the encouragement
of initiative?
3. How is inattention to be
+ dealt with?
4. How would you arrange a system
of teaching so as to indicate right
+ direction of the children's minds towards
the inanimate world
the lower creation
social life
religion ?

Seniors July 1908

Method class

p39 dcm146

5. Is it better to use a paragraph bible or a verse bible? Give illustrations (a) in support of your reasons.

Alternative.

(b) What do you consider the value or the disadvantage of the use of a catechism in religious teaching?

Or

6. Take a short piece of poetry, suitable to children of about 12 years old, and say what points should be dwelt upon in teaching them to recite it.

7. How would you introduce children to the method of comparing $\frac{3}{5}$, $\frac{4}{7}$?

8. How would you best make your class understand 'scale' in maps?

1906

P40aCMC146

History

1. Humanist
Realist
Naturalistic
Modern

} ideas of education -

Give names of the earliest leaders and the most eminent advocates of each of these. -

2. Show how the transition from each of these ideas to the succeeding one corresponded with a general movement of minds.

3. Give a brief account of the rise and progress of the idea of popular education in Europe.

4. Give a brief account of Quintilian as an educationist, and indicate points in his system which would meet with approval at the present time.

History

P406 cmcl46

5. A Greek writer advocates "wealth of thought, not wealth of learning." Name eminent educationists since about A.D. 1500 who have urged a similar view or who may be thought to have had influence in a contrary direction.
6. In what respects did Milton make advance upon the methods and ideas of his educational predecessors?
7. Exhibit resemblances or differences in the psychological bases of education advocated by Locke and Herbart.
8. Some reformers have directed their efforts towards creation of a higher ^{kind of} education more particularly; some, towards improvement in methods of teaching. Whom would you name among the latter, and what particular reforms were urged by them?